



Tennessee Instructional Leadership Standards and Administrator Evaluation

Who should review this material and complete the corresponding online review to convert to an ILL-B?

- If you currently hold a PAL, ILL-A, ILL-B, or ILL-P License, you do not need to complete the review.
- If you currently hold a BAL, you will need to complete the review and survey, unless you meet the following criteria for advancement to the ILL-P:
 - A Director of Schools must certify that the applicant exhibits:
 - a minimum of two years of successful experience as a principal, assistant principal or an instructional supervisor in a TASL-mandated position, and
 - performance at the professional level on the TILS.
 - The TASL Director must certify that the applicant has successfully completed:
 - the Beginning Principals' Academy or the Beginning Supervisors' Academy, or
 - an Individual Professional Learning Plan in cooperation with a Tennessee Institution of Higher Education with an approved Leadership Preparation Program.

Purpose

- All active Beginning Administrator Licenses (BALs) are set to expire on 08/31/15.
- All BALs must transition to the Instructional Leader License (ILL) structure.
 - Those meeting advancement criteria may advance to ILL-Professional (ILL-P).
 - Those not meeting advancement criteria must convert to ILL-Beginning (ILL-B).
- This presentation and the corresponding online review ensure that all individuals converting a BAL to an ILL-B have basic knowledge of:
 - the revised Tennessee Instructional Leadership Standards (TILS) which focus on the current expectations for instructional leaders, and
 - the revised administrator evaluation system, that assesses current instructional leaders against the TILS.

Tennessee Instructional Leadership Standards 2013 Revisions

Revisions to the TILS in 2013 were conducted to ensure that:

- Expectations were based on the roles and responsibilities of instructional leaders
- Specific, measureable, actionable performance behaviors were identified

Ethical and Effective Instructional Leaders

Effective instructional leaders ensure that school personnel, programs, procedures, and practices focus on the learning and achievement of all students. Based upon best practice and current research, and sharpened by the wisdom of experienced educators, the Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders.

Operating from the belief that **ethical behavior permeates the mindset and actions of every effective leader**, the revised Tennessee Instructional Leadership Standards (TILS) embed the phrase, “**ethical and effective instructional leader**,” into the opening stem of each leadership standard. The purposeful placement of this phrase articulates the intrinsic nature of ethical behavior in all facets of school leadership.

Attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow, contribute to the foundation of ethical behavior connected to leadership.

Tennessee Instructional Leadership Standards

Standard A: Instructional Leadership for Continuous Improvement

Standard B: Culture for Teaching and Learning

Standard C: Professional Learning and Growth

Standard D: Resource Management

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates the use of instructional practices informed by assessment data that continually improve student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.
5. Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.



®

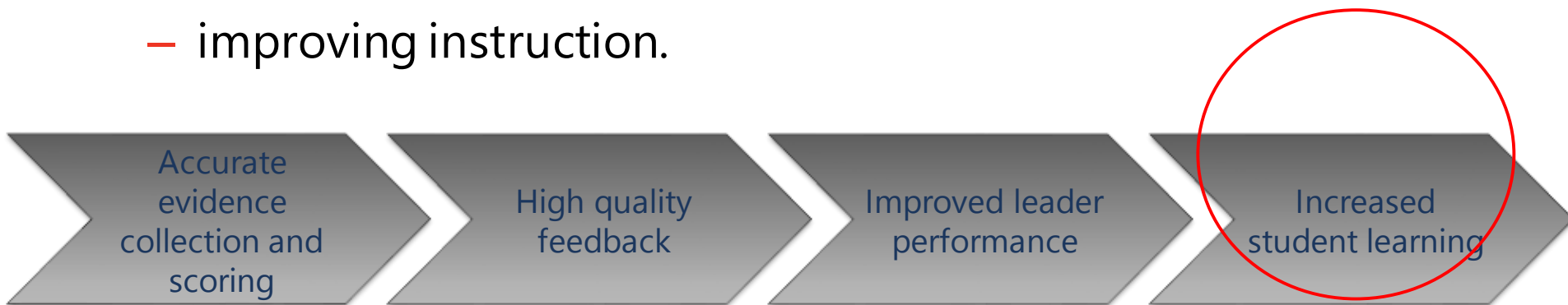
Administrator Evaluation: Purpose, History and Components

Purpose

The purpose of evaluating administrators is to provide high quality feedback that deepens skills and improves leader performance, leading to increased student learning.

Research shows that the two most important leadership factors in increasing student achievement are:

- cultivating leadership in others, and
- improving instruction.



History of Administrator Evaluation

- First to the Top Act (2010)
 - Included new teacher and principal evaluation systems implemented statewide in 2011-12
- Tennessee Instructional Leadership Standards (TILS)
 - Revised in 2013 to reflect the changing nature and work of principals - from building manager to implementing shared leadership practices.
- Principal evaluation rubric
 - Revised to align with revised TILS
 - Revised rubric piloted in 2013-14
 - Full implementation of revised rubric in 2014-15

Components of the Administrator Evaluation Rubric

The rubric includes

- An overview that emphasizes the importance of a school's vision
- Research that informed development
- 4 TILS Standards (3 instructional standards and 1 management)
- 17 indicators scored across 5 levels
- Multiple descriptors for each indicator
- 2 types of evidence for each indicator
 - Practices = Quantitative Data
 - Outcomes=Observable Data
- A brief *Glossary of Terms*

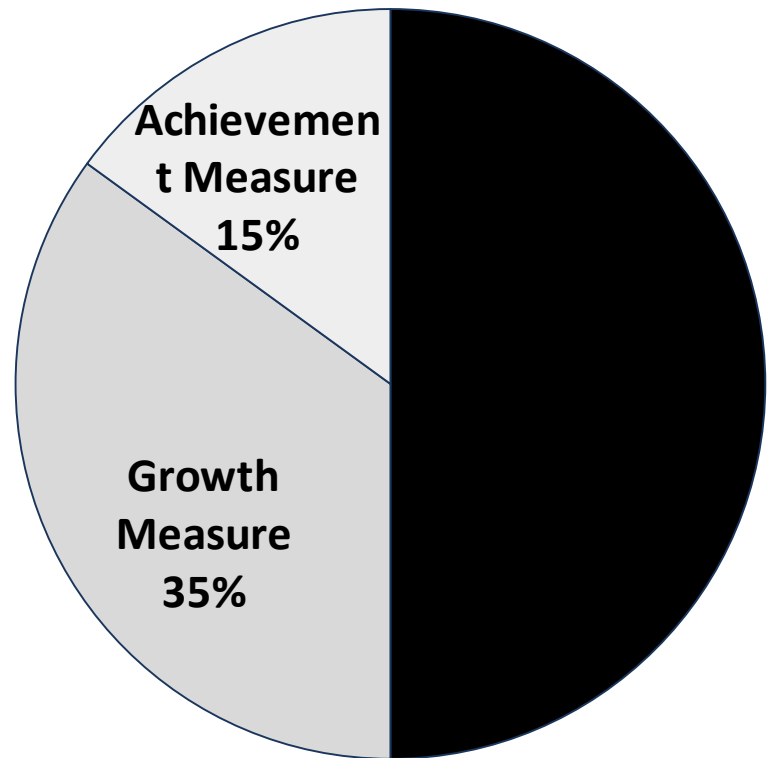
Components of Administrator Evaluation

Qualitative includes:

- Evidence collection based on administrator evaluation rubric

Quantitative includes:

- Growth measure - School-wide or system-wide TVAAS
- Achievement measure - Goal set by administrator and evaluator



Administrator Evaluation Process

Cycle 1

- **First Evidence Collection Period** (August – December)
 - First round of evidence collection focused on Standards **A, B and C**
- **First Semester Feedback Conversation and Scoring**
 - Scores for Standards A, B and C submitted into CODE following feedback conversation

Cycle 2

- **Second Evidence Collection Period** (January-May)
 - Second round of evidence collection focused on Standards **A, B, C and D**
- **Second Semester Feedback Conversation and Scoring**
 - Scores for Standards A, B, C and D submitted into CODE following second feedback conversation

Summer

- **Bridge Conference**
 - Evaluators conduct summative bridge conference with administrators to communicate a final score and to discuss reinforcement and refinement areas for the following school year.

Optional vs. Required Indicators for Administrator Evaluation

- Standards A, B and C must be scored for **all** administrators.
- Scoring Standard D is required for all principals
- The Tennessee Administrator Evaluation Rubric emphasizes shared leadership. As assistant principals participate in responsibilities found in Standard D (such as school and athletic budgeting), it is strongly recommended that they be scored on all indicators from this standard.

Scoring Methodology

- Scoring is designed to allow administrators to show growth over the course of a school year.
- Scoring in the first cycle only considers standards A, B, and C of the rubric. First cycle scores make up **one-third** of an administrator's qualitative score.
- Scoring in the second cycle considers all four standards. Second cycle scores make up **two-thirds** of an administrator's qualitative score.

Next Steps

In order to have your BAL converted to an ILL-B, please complete the online review accessed through the link provided below.

[BAL Conversion - Online Review](#)

Please note, you will need your Tennessee Educator License Number in order for the transaction to be processed. You can locate your license number through the Educator Licensure Information service provided on our website, located here:

[Licensure Public Search](#)

For questions, please email: Educator.Licensure@tn.gov

Additional Tools and Resources

For questions or clarifications, please email:

- **Evaluation Questions:** TEAM.Questions@tn.gov
- **Evaluation Training:** TNE.Registration@tn.gov
- **Licensure Questions:** Educator.Licensure@tn.gov

Useful Websites:

- **NIET Best Practices Portal:** Videos and professional development resources.
www.nietbestpractices.org
- **TEAM website:** www.team-tn.org

Newsletters:

- **Weekly TEAM Updates:** www.team-tn.org/resources/team-update/